DOCUMENT RESUME

ED 376 332 CE 067 625

AUTHOR Hawk, Kim; And Others
INSTITUTION Fayette County Community Action Agency, Inc., Uniontown, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 30 Jun 94
CONTRACT 98-4018
NOTE 25p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; *Advocacy; *Correctional Education; *Correctional Rehabilitation; Counseling Services; *Daily Living Skills; Demonstration Programs; Pretests Posttests; *Prisoners; Program Development; Program Effectiveness; *Social Support Groups; Transitional Programs
IDENTIFIERS 353 Project; Pennsylvania

ABSTRACT

Project CONNECT (Inmate Advocacy) was developed to provide counseling to inmates involved in the education programs at Fayette County Prison in Uniontown, Pennsylvania, before and immediately following their release. Twenty-one inmates who had been selected through a screening process received individual basic skills remediation in a classroom setting and were divided into three support groups that each completed sessions on the following topics: self-discovery/group discovery, visualization of goals and commitments, barriers to reaching goals, and social and problem-solving skills. Each group spent 2 afternoons each week for 4 months in a course in the following: banking, budgeting, comparison shopping, credit, transportation, consumer complaints, home purchase/improvement, and taxes and investments. The participants achieved demonstrable gains in reading grade level and were able to work on daily survival skills while also being able to discuss their concerns, frustrations, and progress in a support group setting. (Attached are outlines of the life skills curriculum and support group sessions and participants' pretest/posttest scores on the Test of Adult Basic Education.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 332

SPECIAL DEMONSTRATION PROJECT

CONNECT

Fayette County Community Action Agency, Inc.
137 N. Beeson Avenue
Uniontown, PA 15401
(412) 437-6050

A Special Demonstration Project (No. 98-4018)
$ 5,000

Funded by the Pennsylvania Department of Education

July 1, 1993 to June 30, 1994

Authors
Kim Hawk, Director of Education
Edward A. Bohna, Jr., Prison Instructor
James M. Stark, Executive Director

The activity which is the subject of this report was supported in part by the United States Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Pennsylvania Department of Education, and no endorsement by these agencies should be inferred.

CE 067625

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TABLE OF CONTENTS

		Page Number
I.	ABSTRACT	1
II.	INTRODUCTION	1 - 3
III.	BODY	
	A. Program Statement	3 - 4
	B. Goals and Objectives	4
	C. Project Procedures	4 - 8
	D. Positive Results	8 - 9
	E. Negative Results	9
	F. Evaluation Procedures	9
	G. Distribution of Findings	9 - 10
IV.	CONCLUSIONS/RECOMMENDATIONS	10
V.	LIBRARY RESOURCES	10

ABSTRACT PAGE

TITLE: CONNECT (Inmate Advocacy)
PROJECT NO: 98-4018 **PHONE NO:** (412) 437-6050
PROJECT DIRECTOR: Kim Hawk **FUNDING:** Pennsylvania Dept. of Education
AGENCY ADDRESS: Fayette County Community Action Agency, Inc.
137 North Beeson Avenue, Uniontown, PA 15401

PURPOSE:

Project CONNECT (Inmate Advocacy) was developed to provide counseling to inmates involved in the education programs at the Fayette County Prison prior to and immediately following release. As part of the project counselors were made available to assess student skills, job readiness, linkages to social services, and to teach survival skills necessary to prosper outside the prison. The target audience for this project is inmates, community and community based organizations.

THE PROJECT PROPOSED TO MEET THE FOLLOWING OBJECTIVES:

1. 20 inmates received assessment and assistance in educational and pre-employment instruction after being released from the Fayette County Prison.
2. 20 inmates received personal counseling prior to and following release from the Fayette County Prison.
3. 20 ex-inmates participated in a support group that meets twice a month in order to help them deal with individual and group survival concerns.
4. A model was developed for providing the ex-inmate with the support systems needed to prevent future incarceration. This model can be utilized by other Adult Education Programs that serve inmates.
5. As a result of the intensive and effective instruction, counseling and group support provided by project CONNECT, the 20 inmates who participated will not return to jail as determined by a 6-month follow-up.

PROCEDURES: Student inmates received individual remediation of basic skills in a classroom setting and their progress was monitored by testing. The prison instructor also focused on job search activities and formed a support group which met twice a month to help the students deal with individual and group concerns.

SUMMARY OF FINDINGS:

The final evaluation of CONNECT (Inmate Advocacy) proved that it was a successful project. The inmates in the program were very eager to participate in the classes and counseling sessions. They benefitted tremendously from the extra support provided. The methods used to evaluate were pre and post TABE testing of the students. The success of the participants will be evaluated again after the six-month follow-up is completed. This follow-up will determine the number of ex-inmates who have been able to maintain a job and support themselves without becoming re-incarcerated.

CONCLUSIONS:

An adjustment had to be made to the original project plan because the prison population participating in the CONNECT project was comprised of more "hard core criminals" who were not eligible for release and, therefore, were not able to participate in the planned support group sessions that were to be held at Fayette County Community Action Agency. This problem was solved by providing a monthly support group, at the Fayette County Prison, targeting "Positive Inmate Behavior" which included a Life-Skills Curriculum and guest speakers. In conjunction with the case management team, the instructor developed an Individual Service Plan for each inmate upon release or transfer to another institution.

PRODUCT(S) -- if applicable: A curriculum was developed that could be used by other educationl programs in the state.

DESCRIPTORS: (to be completed only by Advance staff)

I. ABSTRACT

Fayette County Community Action Agency (FCCAA), Inc. received funds from the Pennsylvania Department of Education for CONNECT (Inmate Advocacy). Section 353 Special Demonstration funds to develop an innovated project to provide a network of support to students incarcerated at the Fayette County Prison (FCP) prior to and after release. This project developed strategies to facilitate support and access to human service agencies in the community for inmates upon release. CONNECT increased the inmate's understanding of procedures and policies providing advocacy. It also increased and encouraged community participation in rehabilitation. CONNECT provided counseling to inmates involved the education programs at FCP prior to and immediately following release. The project linked inmates with social services available to them upon release. Counselors also were available to assess students; skills and job readiness. Instruction occurred to prepare participants for employment and follow-up assistance was provided to inmates who wished to further vocational training through the support programs currently in existence in Fayette County.

CONNECT encouraged inmates to learn the survival skills necessary to prosper outside the prison. It provided them not only with education and pre-employment instruction, but also encouragement, coaching, assessment, and counseling as well as information and referral to county human service agencies.

II. INTRODUCTION

The limitations of working within a county jail environment often make it difficult to provide support to inmates released in Fayette County. The ex-inmate is often faced with the problems of finding housing, employment, basic living skills, and the emotional strength needed to survive. It is important to provide education, information and direction to the ex-inmate in order to prevent re-entry into the prison system. With cooperation from

various agencies within Fayette County a network can be developed that an ex-inmate can rely on for help and support.

A six month follow-up will be implemented to see how the ex-inmate is functioning on the outside, and to see if she/he needs any type of help. The curriculum will be made available to other adult education programs in the state. The CONNECT project was believed to be very beneficial in helping inmates become more productive citizens when they are released. For this reason, (FCCAA) applied for and received $5,000 in Pennsylvania Department of Education special demonstration funds.

There were 3 sessions conducted throughout the year that provided life skills training. In addition inmates were required to attend bi-monthly support groups that would help them develop coping strategies that occur inside and outside the prison system. Sessions occurred in July, November, and March.

The following staff contributed to the success of the CONNECT (Inmate Advocacy) Project:

Kim Hawk, Director of Education
Edward A. Bohna Jr., Prison Instructor
James Stark, Executive Director
Karen Hunt, Director of Finance

Concluding remarks indicate that the project was successful in teaching life skills which was evident by the pre and post testing scores (TABE). The support groups were successful in that the inmates demonstrated positive behavior patterns. Originally, the support group was to help inmates develop strategies in coping with individual and survival needed for the outside world. However, because of the degree of severity of the crimes committed, the majority of the inmates were transferred to state and federal prisons while still participating in project CONNECT. The objective of the support group was modified to facilitate positive inmate behaviors in a prison system.

The final report of the CONNECT (Inmate Advocacy) Project will be provided for access through the following organizations:

Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

AdvancE
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Pennsylvania Directors Assn. for Community Action
222 Pine Street
Harrisburg, Pennsylvania 17101

Fayette County Community Action Agency, Inc.
137 North Beeson Avenue
Uniontown, Pennsylvania 15401

Community Action Education Center
201 East Fairview Avenue
Connellsville, Pennsylvania 15425

III. BODY

A. PROBLEM STATEMENT

FCCAA has been providing inmates of the Fayette County Prison with the opportunity to educate themselves since 1987, first by coordinating volunteer literacy tutoring and ABE classes, and culminating with the implementation of a GED class while incarcerated. In 1993, FCCAA provided instruction to 90 inmates reading at less than an eighth grade level in ABE and literacy programs, often students at different academic levels and abilities are grouped together in a classroom. The limitations of working within a county jail environment often make individual and self-paced studies the easiest and most successful method of instruction. Incarceration causes many special concerns not only for inmates educationally, but relating to social issues such as; setting personal goals, fighting, transfers to other institutions during the course of the program and lack of knowledge that limits use of services. CONNECT was a beneficial project that dealt with these issues as well as teaching survival techniques, in everyday living skills, to encourage

inmates to become productive citizens while in prison and upon release. In addition to life skills training, the inmates also participated in a bi-monthly support group where they were able to express everyday concerns that included: finances, housing, transportation, and family concerns.

B. GOALS AND OBJECTIVES

1. 20 inmates will receive assessment and assistance in educational and pre-employment instruction after release from the Fayette County Prison.

2. 20 inmates will receive personal counseling to and following release from the Fayette County Prison.

3. 20 ex-inmates will participate in a support group that meets twice a month in order to help them deal with individual and group survival concerns.

4. A model will be developed for providing the ex-inmate with the support systems needed to prevent future incarceration. This model can be utilized by other adult education programs that serve inmates.

5. As a result of the intensive and effective instruction, counseling and group support provided by project CONNECT, the twenty inmates who participate will not return to jail as determined by a six-month follow-up survey.

C. PROJECT PROCEDURES

1. "20 inmates will receive assessment and assistance in educational and pre-employment instruction after release from the Fayette County Prison".

The Prison Instructor consulted with, John Walton, Deputy Warden of Inmate Welfare, to determine inmates that would most likely benefit from the CONNECT project. The screening process consisted of 45 possible inmates who met the CONNECT criteria. The following is a list of the criteria: 1. inmates who are having social and emotional difficulties coping with prison life, 2. inmates who are going to be released or transferred in 6 months, 3. inmates who are functioning on a 5th to 8th grade reading level.

Twenty-one inmates were chosen for the project, they were assessed using

the Test for Adult Basic Education (TABE) to determine reading levels. Inmates were also given the Test for Everyday Living Skills (TELS), the assessments allowed the instructor to accurately place the students for academic and life-skills remediation. Inmates participated in a workshop that provided information on career choices and institutions of higher learning. Workshop presenters were as follows: West Virginia Career College, Penn State Fayette Campus, Westmoreland County Community College, Laurel Business Institute, Uniontown Job Center, Department of Public Welfare, and Project Forward.

2. "20 inmates will receive personal counseling during and following release from the Fayette County Prison".

Twenty-one inmates received personal and private counseling on a monthly basis from the prison instructor. Each personal counseling session lasted approximately one half-hour in length. During this time, the instructor and student inmate would develop long and short term goals together. The initial counseling session consisted of case manager from FCCAA, prison instructor, John Walton, Deputy Warden, and student inmate to develop an Individual Service Plan (ISP) that would be effective in the determination of services needed by the students upon transfer or release. The ISP gives a student an individualized, step-by-step outline that monitors personal goals and progress.

3. "20 ex-inmates will participate in a support group that meets twice a month in order to help them deal with individual and group survival skills."

The 21 inmates were divided into three support groups. The first group met from July through October. The second group met from November through February, and the last group met from March through June. Each group had four sessions, as follows:

I. Self discovery/group discovery: The goal of this session was, to remove obstacles to employment through activities such as, job search strategies,

mock interviews, and video tapes.

II. Group visualization of goals and commitments: The purpose of this session is to provide support and learn from others. Example: Is your "dream life" realistic and/or obtainable? Does your "dream life" fit your values and morals?

III. Group discussion that deals with things that hold up back from reaching our goals: Focus on group members thoughts, ideas, and actions. Members must take a look at what happens if we don't take responsibility for our goals. Example: What happens if we procrastinate, take on too many roles, suffer from a lack of confidence and a fear of failure?

IV. To improve the social skills and problem solving skills of group members: Group members present various personal problems and situations. Through active discussion and role playing members worked together to rectify the problem situation.

4. "A model will be developed for providing the ex-inmate with the support systems needed to prevent future incarceration. This model can be utilized by other Adult Education Programs that serve inmates.

A life skills curriculum was designed by implementing materials from Contemporary's "Life Sciences/Life Skills", "Ready to Work", South-Western's "Applying and Interviewing For A Job", and FCCAA's "(1992) 353 Special Demonstration Project/College and Technical Handbook". Each group met 2 afternoons a week for a period of 4 months. Following is an outline of the curriculum that was implemented in the CONNECT project:

Month 1 Savings and checking accounts
Covered the basics of opening a savings and checking account and some of the forms and terminology that go with it.

Budgeting your income and renting an apartment
Covered topics such as applying for government assistance, budgeting your income and how to develop one, making a spending guideline according to your monthly, net income, and renting a place to live and starting utilities.

Month 2 Comparison shopping and credit

Topics covered included; comparing grocery prices, sales tax preparing for large purchases comparing discount prices, understanding credit, interest costs inflation, and taking out a loan.

Month 3 Choosing transportation and resolving consumer complaints

Topics covered included; the cost of cars and public transportation, buying a car, what you can afford, checking out used cars, going to a dealer, buying car insurance, and resolving consumer complaints.

Purchasing a home and making home improvements

The areas covered were; the differences in buying a home, trailer or a condominium, borrowing the money from a bank, getting a mortgage, the cost of owning a home, and home improvement.

Month 4 Investments and taxes

Topics covered were types of investments, life insurance and what type to buy, federal income tax, how to file a return and social security tax.

Included as an attachment is the detailed life skills curriculum.

5. "As a result of the intensive and effective instruction, counseling and group support provided by project CONNECT, the twenty inmates who participate will not return to jail as determined by a six-month follow up survey."

The first group started classes on July 1, 1993, and ended October 29, 1993. Follow-up began on April 30, 1994. Seven inmates completed the first life-skills program. Of the 7, one student obtained her GED, and was asked to present her success story at FCCAA's 1993/94 Graduation. Her presentation at the GED graduation was a tremendous boost to her self-confidence because the audience showed support in their response. As part of her support system, the prison instructor detailed, on a counseling statement, her needs for successful, everyday living. She was linked to FCCAA's Women, Infants and Children (WIC) program, and Laurel Business Institute, for the Medical Secretary course. Three inmates were transferred to state prisons. The prison instructor consulted the Education Department at the state prisons to verify the status of the 3 inmates. Two of the 3 inmates were ready for the GED exam, and 1 needed to be enrolled in ABE class. As a result of the phone conversation, 1 student was enrolled in a GED class, and the other one is on a GED waiting list. The ABE student inmate is receiving individual tutoring in reading and math. The remaining students have been having difficulties

maintaining an independent life-style on the outside. These students have continued their ABE programs with Community Action's Education Center. Their attendance for classes is sporadic yet, they will come in for counseling sessions with the Literacy instructor. They are participating in academic and personal goal planning with each goal plan designed, in such a manner, so that they can see their progress and success.

Formal follow-up will begin on the second group on, September 1, 1994. At this time, 3 out of the 7 student inmates comprising the second group, are attending GED classes at the FCCAA Education Center. The remaining four student inmates have been transferred to Western Pennsylvania Correctional Institution. Upon transfer, the prison instructor made a telephone follow-up with the Director of Education at Western Penn to insure placement at the correct educational level for the students. The third group of student inmates are still incarcerated at the Fayette County Prison. All seven are attending education classes at FCP. Three are attending GED classes and four are attending ABE classes. The six month follow-up will begin on January 2, 1995.

D. POSITIVE RESULTS

The most positive outcome of this project was, the unification of the groups. Another positive result of CONNECT was the improvement of the reading grade level of the students in the program. After post-testing, using the TABE, it was found that some students had increased 2 grade levels. The first group averaged a reading level of 9.4 at the beginning of the session, the ending reading level was 11.1. The second group, at the beginning, had an average reading level of 9.7, the ending reading level was 10.9. The last group averaged a beginning reading level of 9.5, the ending reading level was 10.7. As an attachment, you will find individual pre and post test scores.

The CONNECT project was successful because; it combined life skill classes, presenters from learning institutions, personal counseling and support group counseling. It allowed the students to work on implementation of daily survival skills, while also being able to discuss their concerns, frustrations, and progress in a support group setting.

E. NEGATIVE RESULTS

The biggest setback to the project was finding the right students to meet the criteria of the program. The problem we encountered, with part of the project, was that the majority of our participating inmates were not released but, transferred to another prison facility. Our objective for the project changed from "providing inmates support systems for prevention of future incarcerations" to "reflections of positive inmate behaviors".

F. EVALUATION

To measure progress made by the students and to make changes in instruction and curriculum, the prison instructor needed to:

1. Do initial assessment to learners using the TABE test.

2. Do on-going evaluation of learners' progress, reading levels and counseling sessions' effectiveness and plan lessons accordingly.

3. Up-date Individual Educational Profiles bi-monthly.

4. Develop Individual Service Plans for each learner.

The effectiveness of the CONNECT project was measure through a comparison of standardized TABE pre and post testing as indicated under positive findings.

G. DISTRIBUTION OF THE FINDINGS

This final report will be provided to the following organizations for use by their affiliations: AdvancE (717)783-9192, the PA Directors Association For Community Action (717)233-1075, and the Department of Education (717)787-5532. FCCAA (412)437-6050, will also maintain a copy of this report. FCCAA will also coordinate the dissemination of CONNECT (Inmate Advocacy) Project.

IV. CONCLUSIONS/RECOMMENDATIONS

In the development of the materials and curriculum for the CONNECT project, the prison instructor worked closely with the deputy warden, administrators of institutions of higher learning and, with FCCAA's case managers. Because of the professional contacts, that were made with various institutions to promote the CONNECT project, we have increased public awareness of our prison education program. The CONNECT project was beneficial to inmates because it provided a support group where the students could air their concerns in a non-threatening environment. This program was also beneficial because it acts as a life line for continuing support once the inmate is released. The six month follow-up, that is part of the project, is a very important tool because it allows the prison instructor to follow a student while in and out of prison. As a result of the support, provided by CONNECT, former inmates seem to feel more comfortable in pursuing their educational goals after their release from prison. An example of this is that six former inmates have come to the Community Action Education Center to continue their education on their own initiative.

It is recommended that prison education departments conduct support groups because they encourage active participation in a group setting. Support groups teach students to respect the feelings and thoughts of others, alternatives to problem solving, personal impact, and successful social skills.

V. LIBRARY RESOURCES

" Life Scenes/Life Skills, Developing Consumer Competence", by Contemporary Books,

"Applying and Interviewing For A Job", by South-Western

"The College and Technical Handbook", by Fayette County Community Action Agency, Inc.

LIFE SKILLS

I. Savings and checking accounts
    A. Opening a savings account
        1. minimum deposit
        2. making deposits and withdrawals
            a. passbook
            b. deposit
            c. withdrawal
    B. Opening a checking account
        1. depositing to a checking account
        2. check writing
        3. recording checks and deposits
        4. reconciling a checking account
            a. reconcile
            b. canceled
            c. cleared
II. Budgeting your income and renting an apartment
    A. Budgeting and applying for government assistance
        1. Monthly net income and spending guidelines
            a. calculating monthly net income
            b. spending guidelines
        2. Fixed and flexible budget items
            a. fixed expense
            b. flexible expense
        3. Developing and evaluating monthly budgets
            a. what is the purpose of a budget
            b. developing and revising a budget
            c. hints for revising a budget
            d. possible budget items
            e. evaluating your budget at the end of the month
        4. Government assistance
            a. who can help
            b. hints for finding assistance
            c. applying for assistance
    B. Renting a place to live and starting utilities
        1. Using the classified ads
            a. what can you afford
            b. what kind of place do you want
        2. Understanding a lease
        3. Starting utilities
            a. gas, electricity, and water
            b. telephone service
                1. local service
                2. long distance service

III. Comparison shopping and credit
    A. Comparison shopping
        1. the price game
        2. sales tax
        3. Comparing grocery prices
            a. comparing prices among different stores
            b. comparing unit prices
                1. weight and volume
            c. bigger is not always better
        4. figuring your bill and a tip in a restaurant
        5. Preparing for larger purchases
            a. comparing prices
                1. competitors
            b. comparing quality
            c. reducing risk
                1. warranty
        6. Calculating and comparing discount prices
            a. calculating discounts
            b. comparing discount prices and regular prices
    B. Buying on credit
        1. Understanding credit
            a. sources of credit
                1. interest
            b. taking out a loan
            c. credit cards
            d. financing through the seller
            e. advantages of using a credit
                1. establishing a credit history
                2. taking advantages of sales
                3. safety and convenience
            f. pitfalls of using credit
                1. credit rating
        2. Financing through a seller
            a. calculating the cost of the interest
                1. installments
                2. interest rates
        3. Using interest rate
            a. the interest formula
            b. writing times in years
        4. Interest cost of installment loans and purchases
            a. installment loan interest formula
            b. using the installment loan interest formula
IV. Choosing transportation and resolving consumer complaints
    A. Transportation
        1. The cost of cars and public transportation

a. commuting: car or bus
b. long distance travel: car or bus

2. What can I afford
    a. estimating a new car payment you can afford
    b. calculating monthly payments
3. The cost of financing a new car
4. Comparing quality of new cars
    a. general information
        1. book value
        2. retail price
        3. depreciation
        4. power train
        5. dealer invoice price
    b. resale value
5. going to car dealers
    a. base price and options
    b. gas mileage
    c. the cat itself
    d. wheeling and dealing
6. checking out a used car
    a. buying a used car
    b. assessing the condition of a used car
        1. observe the car's overall condition
        2. drive the car
        3. some good spot checks
        4. final consideration
    c. the buyers guide
7. Buying car insurance
    a. no fault insurance
    b. types of insurance
        1. property damage liability
        2. premium
        3. medical payment insurance
        4. uninsured motorist insurance
        5. collision insurance
        6. comprehensive insurance
        7. deductible
    c. talking to an insurance agent

B. Resolving consumer complaints
1. Resolving a complaint
    a. resolving a complaint by going to the seller
    b. consumer resources
        1. state and local organizations
        2. federal government general information
        3. business addresses

4. toll free numbers

2. Taking legal action

a. getting assistance from small claims court

1. how to start a suit
2. how to prepare your case
3. what happens when you go to court

V. Purchasing a home and making home improvements

A. Purchasing a house, trailer, home, or condominium

1. Thinking about buying a home

a. consider your personal needs

1. size and layout of home and property
2. location

b. how much will bank let you borrow

2. Preparing to buy a home

a. working with a real estate broker

1. multiple listing service

b. offers and contracts

1. contracts
2. earnest money
3. escrow

c. inspections

3. Getting a mortgage

a. the basic mortgage

b. trading off time and money

c. types of mortgages

1. fixed-rate mortgage
2. paying points
3. adjustable-rate mortgage
4. lifetime cap
5. adjustment cap
6. introductory rate
7. note rate

4. The cost of owning a home

a. closing cost

1. title insurance
2. mortgage insurance

b. the cost of owning a home for 10 years

5. Financial advantages of owning a home

a. equity

b. appreciation

c. tax savings

1. cost of interest
2. property taxes
3. total federal income tax savings

d. actual cost of home ownership

6. Mobile home and condominiums
    a. the amortization table
    b. purchasing a mobile home
    c. purchasing a condominium

B. Home improvements

7. Painting inside a home
    a. price and coverage of paint

8. Carpeting your home
    a. discounts
    b. choosing the right carpet and pad
    c. installation

VI. Investment and taxes

A. Investments

1. Liquid investments and the rule of 72
    a. what are liquid investments
    b. the rule of 72

2. Types of liquid investments
    a. savings and money market accounts
        1. date of maturity
        2. penalty for early withdrawal
    b. bonds
    c. individual retirement accounts
    d. life insurance
        1. term life
        2. permanent life

3. The value of investments over time
    a. calculating the long term value of an investment
    b. the effects of income taxes on investment earning
    c. calculating the advantages of an IRA

B. Federal income and social security tax

4. Introduction to filing a tax return
    a. income
        1. W-2 form
    b. deductions

5. Filing a tax return on a 1040EZ form
    a. standard deduction
    b. charitable contributions

6. Filing the 1040A form
    a. deductions for a married couple when both work
    b. earned income credit worksheet
    c. earned income worksheet table

7. The tax advantages of an IRA

GROUP SESSION 1

OBJECTIVE: Self Discovery/Group Discovery

I. Role of students
Attendance
1. Class
2. Sessions
3. Full participation

II. Role of Prison Instructor/Caseworker
Remove obstacles to employment

a. Prison Instructor/Caseworker
1. Individual sessions
2. Group sessions
3. Resume, interview preparation, job search strategies, cover letter assistance, role play and video tapes.

V. Group Rules
1. Need for confidentiality
2. Prepare for employment
3. Prompt
4. Smoking
5. Respect for each other
6. Expectations
7. Skills for marketing self
8. Group experience

GROUP SESSION 2

OBJECTIVE: To have group visualize their goals and commitments

I. Prepare to focus thoughts on self and group
   a. Relax
   b. Set aside outside worries/plans
   c. Round-share with the group a word/phrase that describes a negative feeling or thought you have right now.
   d. Remember purpose of group-to release support and learn from others.

II. Exercise, Describe your "dream life"
   1. Describe you as a person, lifestyle and job?
   2. Where would you live?

III. Discuss how your "dream life' is different or similar to your present life.

Is your "dream life" realistic? and/or attainable.

Does your "dream life" fit your values and morals?

IV. We need dreams and goals. Goals must be specific or how do we know what to work towards? Goals must be attainable.

V. On the paper provided write in your answer in the spaces provided.

GROUP SESSION 3

OBJECTIVE: To focus on a group discussion that deals with things that holds us back from reaching our goals.

I. Focus on group members thoughts, ideas, actions and others.

II. Look at what happens if we don't take responsibility of our goals.

a. What happens if we're unsure of our goals.
b. What happens if we don't plan to achieve our goals.
c. What happens if we procrastinate.
d. What happens if we fear failing/lack confidence/hope.
e. What happens if we don't stay focused on our goals.
f. What happens if our goals are unattainable.
g. What happens if we take on too many roles.

GROUP SESSION 4

OBJECTIVE: To improve the social skills and problem solving skills of group members.

I. Introductory exercise and discussion

1. Group members present various personal problems and situations.

2. Group selects problem situation to be addressed.

3. Through active discussion and role playing, members work together to identify alternatives available to problem solve designated problem situation.

II. Self Discovery and discussion

Members relate reaction to problem solving and its personal impact.

III. Concluding remarks

About group cooperation and problem solving skills as they relate to achieving success in social situation the work environment.

CONNECT
ATTENDANCE

JULY-OCTOBER

1. David Burwell
2. Floyd Calloway
3. Tammy Lecorchick
4. Wendy Williams
5. Earl Crumb
6. Raymond Pinson
7. Mike Ritenour

NOVEMBER-FEBRUARY

1. Kevin Dillinger
2. James Brown
3. Juanita Nobles
4. Debbie Goney
5. Amos Huffine
6. Jamie Troisi
7. Christinia Fitzgerald

MARCH-JUNE

1. James Colbert
2. Carlton Ford
3. John Majoros
4. Blaine Biddings
5. Tammy Hawk
6. Renaldo Jackson
7. Connie Richardson

CONNECT
TEST RESULTS
TABE TEST

JULY-OCTOBER	PRE-TABLE	POST-TABE
1. David	9.4	10.6
2. Floyd	8.7	10.4
3. Tammy	10.8	11.9
4. Wendy	9.5	12.8
5. Earl	8.9	10.1
6. Raymond	10.4	12.9
7. Mike	8.2	9.3
NOVEMBER-FEBRUARY		
1. Kevin	9.7	11.2
2. James	8.5	10.6
3. Juanita	10.0	11.1
4. Debbie	9.1	9.9
5. Amos	10.4	11.1
6. Jamie	11.8	12.9
7. Christina	8.5	9.7
MARCH-JUNE		
1. James	10.5	11.4
2. Carlton	8.4	9.7
3. John	9.7	11.1
4. Blaine	8.7	9.9
5. Tammy	9.2	10.4
6. Renaldo	8.9	10.2
7. Connie	11.4	12.8